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ABSTRACT

The Junior Reserve Officers' Training Corps (JROTC) Career Academy was initiated at Worthing High School (WHS) in the Houston (Texas) Independent School District at the beginning of the 1994-95 school year. The career-oriented program operated as a "school-within-a-school" program and was designed to meet the needs of students at risk of dropping out of school who lacked the skills needed for employment. The academy focused on academics and vocational education in the fields of health, biotechnology, and leadership. Of the 59 ninth-graders originally enrolled in the program, 54 remained in the program at the year's end. The students were divided into 2 platoons of 25-30 students each, and the program's staff consisted of a coordinator, assistant, and 6 teachers. Plans call for enrolling an additional 50 ninth-graders each year. The career academy's first year was evaluated by comparing students' and teachers' responses to beginning-of-the-year and end-of-the-year surveys and by comparing the grades and attendance rates of the program participants to those of a similar group of ninth-graders enrolled in WHS' regular JROTC program. The career academy was deemed a success based on the students' and teachers' comments and the participating students' attendance rates and course grades. (The student and teacher end-of-year surveys are included.) (MN)

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The First Year Evaluation of the JROTC Career Academy at Worthing High School

by

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Abstract

The JROTC Career Academy was implemented in the Houston Independent School District (HISD) at the beginning of the 1994–95 school year. The program was designed to provide at-risk students a strong academic program, vocational education in health and biotechnical fields, and leadership training through JROTC participation. A total of 59 ninth grade students were enrolled in the Academy for the 1994–95 school year and 54 completed the year. The program will continue to expand into the upper grades as these students progress and new ninth graders are added each year. The purpose of this report is to describe the program as it was implemented the first year. As part of this report, surveys were administered to students and teachers to solicit their opinions on the effectiveness of the program.

The First Year Evaluation of the JROTC Career Academy at Worthing High School

Introduction

Program Description

The Houston Independent School District (HISD) implemented the Junior Reserve Officers' Training Corps (JROTC) Career Academy at the beginning of the 1994–95 school year at Worthing High School. The career-oriented program operated as a "school-within-a-school" program accepting students throughout the district. The Career Academy model was implemented to address the needs of students at risk of dropping out of school who lacked the education and skills needed for employment. It was envisioned as an innovative program to meet the needs of at-risk youth in the community, foster community and business involvement, provide education and training focused on an occupation, and impact positively on educational reform and improvement.

The Academy's focus is on academics, vocational education in the fields of health and biotechnology, and leadership. The health occupations track includes careers in areas such as nursing, medical technology, and physical therapy. The biotechnical occupations track includes careers such as biomedical and environmental technologist, biomedical and biochemical engineer, and molecular biologist.

A total of 59 ninth grade students were enrolled in the program at the beginning of the 1994–95 school year, with 54 remaining in the program at the end of the year. An additional 50 ninth graders will be enrolled every year following this first year. The students are divided into two platoons of 25–30 students each. These platoons stay together for the entire day. After the first semester, the students were reassigned to platoons to give them the opportunity of being with a different group of students.

The program's staff consisted of a coordinator, assistant, and six teachers. For the 1994–95 school year, the teachers were assigned part-time to the Career Academy

teaching two Academy classes and three to four Worthing High School classes per day. The staff also had a voluntary half-hour common planning period at the end of the school day. As more students enroll in the program over subsequent years, teachers will be hired on a full-time basis.

The Career Academy is co-sponsored by a joint effort from the United States Departments of Defense and Education. In 1993–94, HISD received a $200,000 planning grant from Defense Reinvestment and Conversion funds. An additional $300,000 was made available for the implementation of the Career Academy for the 1994–95 school year. Support for the Academy must come from district resources, business partners, and/or sponsors in order for it to continue.

Program Goals

The mission of the Career Academy is to ensure that each student develops the academic proficiency, self-discipline, self-esteem, confidence, responsibility, values, and motivation required for high school graduation and post-secondary studies or training. Included in the Academy's mission is the mission of the JROTC program, "To motivate young people to be better Americans."

The goals of the Academy as specified in the funding proposal are:

- Develop academic proficiency to complete high school;
- Encourage post-secondary education or training;
- Develop leadership potential;
- Develop employable skills;
- Strengthen self-esteem;
- Develop self-discipline;
- Improve physical fitness;
- Promote and encourage good citizenship; and
- Provide incentives to live drug free.

The underlying, implied goals of the program are to reduce the dropout rate for these students, improve attendance, and improve academic achievement. These are the goals that are addressed in this report.

Purpose of the Evaluation Report

The purpose of this study is to present results from the 1994–95 evaluation of the first year's implementation of the Career Academy at Worthing High School. This paper describes the initial implementation of the program including the student selection process. Demographic characteristics of the participating students and initial program outcomes such as attendance and course grade data are reported. Attitudes of students and teachers regarding the program also are presented. The following research questions were addressed in this report:

1. What services were provided to students through the Career Academy?
2. How were students selected to enter the program?
3. What were the demographic characteristics of students enrolled in the Career Academy?
4. What was the performance of Career Academy students comparing the previous school year, the beginning of the 1994–95 school year, and the end of the 1994–95 school year?
5. What were the attitudes of students regarding the Career Academy? How had they changed from the beginning of the year?
6. What were the attitudes of teachers regarding the Career Academy? How had they changed from the beginning of the year?

Theoretical Framework

The JROTC Career Academy Program is a unique and innovative enterprise joining together the experience and resources of the U.S. Departments of Defense and

Education with individual school districts and the business community. The program personalizes instruction and provides the leadership, vocational, and academic training that youth at risk of dropping out of school need to compete in a changing global economy. The JROTC Career Academy Program emphasizes high school graduation through academic instruction; critical skills development through a career field focus; and citizenship, leadership, responsibility, values, and discipline through the JROTC course of instruction.

Over 100 schools are currently implementing the academy model developed in Philadelphia in the late 1960s to address the needs of students at risk of dropping out of school and lacking the education and job skills they need to gain employment. Underlying the academy model is the theory that dropout rates can be reduced and student achievement increased if students see the value in education through its relation to their lives and future careers: The "explicit connection between school and the world outside appeals to students" (Stern, Raby, & Dayton, 1992).

To accomplish goals of reduced dropout rates and increased student achievement, each academy is established as a school-within-a-school, an environment in which a small group of students and teachers come to know and value each other, academic course work is integrated with vocational training, and the educational experience is unified by an occupational focus. Instruction includes real life situations, and students are provided with a variety of job-related activities so that the connection between education and work is apparent (Robyn & Hanser, 1995). Experience with academy programs teaches that the more fully the academy model is implemented, the more likely it is to have a positive effect on student outcomes (Dayton et al., 1992). The components of the academy model that have been found essential to success are: broad occupational focus; designated staff; block scheduling; common planning period for teachers; reduced class sizes; integrated academic and vocational instruction; and business partnerships (Stern, Raby, & Dayton, 1992).

One reason students drop out of school is that they often fail to see the relevance of their courses—especially their academic courses—to their own futures. Integrating academic and vocational instruction helps students see the connection between school and their occupational futures. It makes academic course work more interesting and motivates students to complete their high school education. Academic classes gain credibility as their utility becomes apparent (Robyn & Hanser, 1995).

Methods

Student demographic data and course grades for the Career Academy students were obtained from the HISD Student Master File. Attendance data and Texas Assessment of Academic Skills (TAAS) results for 1993–94 were obtained from the Average Daily Attendance (ADA) and TAAS files, respectively, for students who attended HISD schools during that school year. Attendance data for the 1994–95 school year were provided by the Career Academy staff.

A group of 53 ninth grade students at Worthing High School who were enrolled at the beginning of the year in the regular JROTC program was used to compare with the Career Academy students. Descriptive statistics were utilized to compare previous year (1993–94) data with fall and spring semester 1994–95 data for both groups of students.

Students and teachers at the Career Academy were administered "beginning-of-the-year" surveys on November 21, 1994. Of the 59 students enrolled in the program, 56 completed the instrument. All of the six teachers completed the survey. The "end-of-year" survey was administered on April 28, 1995. The survey was received from 52 of the 54 students remaining in the program and 3 of the 6 teachers.

Results

What services were provided to students through the Career Academy?

Students enrolled in the Career Academy for their ninth grade year were scheduled into the following subjects: English, algebra, United States history, biology, journalism, and JROTC. Additional required academic courses as well as vocational courses will be added during their tenth, eleventh, and twelfth grade years. The student teacher ratio was approximately 27 to 1 which, according to the program teachers, was slightly smaller than their non-Academy classes on the Worthing campus which averaged 33 students per class.

The teachers responding indicated that they integrated health and/or biotechnical information into their Career Academy classes. This had been accomplished through: relating health and biotechnical issues to the subject matter; using health/biotechnical terminology and equipment whenever possible; discussing possible career options; having students locate, read, and analyze articles pertaining to health and biotechnical issues; and focusing on the impact of new developments in science and technology on the economy and society.

Various field trips and guest speakers were arranged for Career Academy students as one method of introducing job-related skills and providing occupational information, as well as enriching the curriculum. These included visits to an ambulance service, Texas A & M University, the Battle Projection Center at the 75th U.S. Army Maneuver Area Command, Fort Hood Army Base, and Ben Taub Hospital. In addition, motivational speakers from the Houston Oilers organization, Texas Southern University, and Methodist Hospital have addressed the students.

The three teachers responding to the end-of-year survey indicated that they adjusted or altered their classes for the Career Academy students versus their non-Academy classes. These teachers remarked that they focused more on leadership qualities; allowed more time on written assignments; involved the students more in active

discussions; offered tutorials to interested students; provided more one-on-one instruction and hands-on materials; and presented material with more visual and auditory content.

In accordance with JROTC principles, approximately ten student leadership positions were created through which students rotated. These leadership positions were designed to facilitate the development of school and unit spirit, proficiency in task completion, pride, cooperation, morale, discipline, leadership, and proper reaction to peer-authority figures. When surveyed, 94% of the students indicated that at one time or another throughout the school year they held a leadership position in the Career Academy. Upon review in the spring, five of the students received the Director's Leadership Citation Cord, which is a high honor in the JROTC program.

When asked in what ways had they benefited from the JROTC experience as part of the Career Academy, students listed learning leadership skills, learning what the army is like, and experiencing a number of activities including CPR training.

- "It has given me leadership skills and it has made me get louder, because I used to be really quiet."
- "I have benefited, because in JROTC we learn such things as politics, we learned CPR, if someone ever got hurt we would know what to do. It also teaches me how to be a good leader, to work with others."
- "I benefited from leadership training, how to be a leader, and how to keep my bearings as a cadet."
- "I have learned how to deal and work with different personalities."
- "I've learned how to take and give commands."

Through the JROTC program, the Career Academy's business partners, and Upward Bound, summer opportunities have been created for any Career Academy student interested in participating.

How were students selected to enter the program?

For the 1994–95 school year, the selection process consisted of student nominations or referrals, appraisals from the middle school, and parent/student interviews. Those accepted agreed to enrollment in the JROTC program, to wear the JROTC uniform on a weekly basis, and to participate in leadership rotations. One criteria for selecting students was that they were identified at risk by failing at least one portion of the TAAS. Students were asked to send their academic record and complete a personal inventory of characteristics. The preferred minimum requirement for students was for them to be at grade level and have a 2.0 GPA.

Recruitment efforts made by the program staff included placing two announcements in the HISD Bulletin with application forms. The Career Academy coordinator visited area middle schools, was interviewed on the radio, and visited magnet coordinators from schools including the High School for Health Professions. A letter was sent out from the principal at Worthing High School to all of the middle schools, and letters or phone calls were made to students who had applied to the High School for Health Professions and were denied entrance.

When asked how they heard about the Career Academy, the largest number of students (15, 27%), indicated that they heard about the program from a friend or relative. Another nine students were told about the Academy by their middle school counselor.

To determine if the Career Academy was drawing students from throughout the district, students were asked to what high school they were zoned to attend before choosing to enroll in the Academy. Thirty-seven students, 63% of those enrolled in the program, were zoned to Worthing High School or its neighboring high schools, Sterling, Madison, Yates, and Jones. However, there was at least one student from almost every other HISD high school attendance zone except those in the north and northwest sides of town which are the furthest away from Worthing High School where the program was

located. As Worthing is a magnet school, transportation is provided to Career Academy students on the Worthing buses from anywhere in the city.

What were the demographic characteristics of students enrolled in the Career Academy?

For the 1994–95 school year, 59 students enrolled in the Career Academy at the beginning of the school year. There were 34 males and 25 females. All of the students were African American, except for one Hispanic student. The average age was slightly over 14 years. The ages ranged from 13 to 16.

Based on the Texas Education Agency criteria for determining if a student is at risk of dropping out of school, 59% of the Career Academy students were identified as at risk. Of these students, 97% were at risk because they had failed one or more subtests on the TAAS and 9% were due to failing two or more courses during the 1993–94 school year. For the comparison group of ninth grade Worthing JROTC students, 77% were identified as at risk of dropping out of school; 89% for failing one or more subtests on the TAAS and 49% for failing two or more courses. These percentages exceed 100 because many students are at risk for several reasons.

What was the performance of Career Academy students comparing the previous school year, the beginning of the 1994–95 school year, and the end of the 1994–95 school year?

The average attendance rate of Career Academy students for the 1993–94 school year was 96.7%. This, however, does not take into account the attendance rate of students who were not in the HISD Student Master File for that year. In comparison, the average 1993–94 attendance rate for the 53 ninth grade Worthing JROTC students was 93.7%. To determine if any improvement is starting to occur, the attendance rates for the fall semester and after the first two six-week grading periods in the spring were calculated for the Career Academy students. The average attendance rate for the fall was 98.1% which shows some improvement over the 1993–94 average attendance rate. However,

the average attendance rate for the first part of the spring semester was 96.2%. The attendance rates did not include those for the students who withdrew from the program.

Table 1 presents the percentage of students who passed their courses at the end of the fall semester for both the Career Academy students and the comparison group of students who were enrolled in JROTC at Worthing High School. Grades were based on available data for 52 Career Academy students and 40 Worthing High School JROTC students. A higher percentage of Career Academy students passed their courses than did the comparison group, especially in mathematics.

Table 1

Percent of Students Passing at the End of the Fall Semester

Subject	Career Academy	JROTC Comparison Group
History	88	88
English	98	85
Algebra	92	50
Biology	88	73
Journalism	90	n/a
JROTC	98	88

The group grade point average for Career Academy students over the four core courses (English, mathematics, science, and social studies) was 94.2 in comparison to the other JROTC students' grade point average of 77.5. It is interesting to note that 85% of the comparison group of students failed one or more courses due to excessive absences while only 15% of the Career Academy students failed one or more courses for this reason.

Student performance for the first two six-week grading periods for the spring semester is depicted in Table 2. As with the fall semester grades, a greater percentage of Career Academy students passed each course compared to the other JROTC students at Worthing.

Table 2

Percent of Students Passing After the First Two Grading Periods in the Spring Semester

	Career Academy		JROTC Comparison Group	
Subject	% Passing	No. of Incompl.	% Passing	No. of Incompl.
History	96	7	77	11
English	96	3	75	7
Algebra	88	0	41	8
Biology	85	5	64	8
Journalism	98	11	n/a	n/a
JROTC	100	2	92	10

The interim evaluation report produced in December, 1994, for the Career Academy presented eighth grade Texas Assessment of Academic Skills (TAAS) scores and baseline data regarding disciplinary actions for both the Career Academy students and the comparison group. Both the Career Academy and Worthing JROTC students will not take the TAAS again until the tenth grade. At that time, their passing rates will again be compared. Disciplinary action data for 1994–95 were not available at the time of this report.

What were the attitudes of students regarding the Career Academy? How had they changed from the beginning of the year?

A "beginning-of-the-year" survey was administered to students in November, 1994, followed by an "end-of-year" survey in April, 1995. A number of the questions were the same or similar in order to depict any changes in student attitudes over the course of this school year. Students were asked to indicate their level of agreement or disagreement with a series of statements about their experiences at the Career Academy. Table 3 shows the percentage of students agreeing or disagreeing with each statement. Also given is the average score for each item obtained by weighting the answers on a

scale of strongly disagree (1), slightly disagree (2), slightly agree (3), and strongly agree (4).

Table 3

Student Survey Responses by Number of Students Responding

	Percent Disagreeing		Percent Agreeing		Percent Not Answering		Average Score (1-4 scale)	
Survey Question	**Nov.**	**Apr.**	**Nov.**	**Apr.**	**Nov.**	**Apr.**	**Nov.**	**Apr.**
I have attended school more this year than last year, so far.	39		57		4		2.8	
I liked attending school more this year than last year.		15		83		2		3.3
My teachers this year make the material understandable and interesting to me.	20	23	79	77	2	0	3.1	3.0
I feel special being in a program such as the Career Academy.	14	15	84	85	2	0	3.4	3.2
The other students at Worthing treat Career Academy students differently.	25		Better 34 Worse 23 No dir. 9		9		2.9	
The Career Academy students are treated well by the other students at Worthing High School.		33		65		2		2.9
Being in the Career Academy has improved my attitude toward school.	21	25	75	71	4	4	3.1	3.0
I like the regimented structure of the Career Academy.	25	n/a	71	n/a	4	n/a	3.1	n/a
Through the Career Academy I am learning skills that will help me get a job or go to college when I graduate from high school.	4	6	95	94	2	0	3.7	3.5
The Career Academy is too regimented.	45		50		5		2.5	
The Career Academy is too strict.		92		8		0		1.5

The statement which elicited the strongest percentage of agreement from students on both administrations of the survey was that the Career Academy is teaching them skills that will help them get a job or go to college when they graduate from high school (Nov., 95%; Apr., 94%). The greatest percentage of dissent at the end of the school year was in response to the statement that Career Academy students are treated well by the other students at Worthing High School. One-third of the students disagreed with this statement. For the most part on the remaining statements, student responses were

positive and were similar from November to April with only a slight decline on the average scores.

It is encouraging to note that 83% of the students responded that they liked attending school more this year than last year. Furthermore, 71% responded that the Career Academy has improved their attitude toward school. In an open-ended question, students were asked how or in what ways has the Career Academy changed their attitude toward school. Responses included that school and learning were more fun for students this year and that they looked forward to coming to class. They also indicated that their grades are better; the program makes them feel special; and they feel better towards themselves, their peers, and their teachers.

- "It has changed me a lot. It has made me want more in life than I have ever wanted, such as good grades, excellent education, and respect."
- "Yes, it has changed my attitude toward school because now I do my work and have no problems with the teachers and the classmates."
- "I did not want to go to school last year, but now I like going to school. They taught me school can be fun once you go."
- "The Career Academy has given me motivation of coming to school everyday and working hard."

On the November survey, when asked if they planned to continue with the Career Academy next year, 82% of the 56 students responding answered yes, 9% said no, and the other 9% did not know. As of April with 52 students responding, 75% responded yes, 12% said no, and the other 13% did not know. Barring any other circumstances, it is clear that 39 students from the first year intend on continuing in the Career Academy as 10th graders and another seven students may possibly continue with the program.

When asked what they liked best about the Career Academy, students mentioned the following items most frequently:

- the field trips;

- the teachers and staff;
- the special attention Career Academy students receive;
- the JROTC experience; and
- having classes with the same students all year.

Recommendations made by the students to improve the Career Academy included:

- letting students choose their elective;
- removing students from the program who are disruptive and are discipline problems;
- increasing interactions with non-Career Academy students;
- not having the same students stay together for the entire day; and
- carefully select teachers for next year who can work with the students, make learning fun, and promote the goals and discipline of the Career Academy.

What were the attitudes of teachers regarding the Career Academy? How had they changed from the beginning of the year?

A "beginning-of-the-year" survey was administered to teachers in November, 1994, followed by an "end-of-year" survey in April, 1995. Similar to the format of the student survey, a number of the questions were the same or similar in order to depict any changes in teacher attitudes over the course of the school year. The teachers were asked to indicate their level of agreement or disagreement with a series of seven statements about their opinions of the Career Academy. Table 4 shows the percentage of teachers agreeing or disagreeing with each statement for both administrations of the survey. Also given is the average score for each item obtained by weighting the answers on a scale of strongly disagree (1), slightly disagree (2), slightly agree (3), and strongly agree (4). All six teachers responded in November and the responses for only three teachers were received in April.

Table 4

Teacher Survey Responses by Number of Teachers Responding

	Percent Disagreeing		Percent Agreeing		Percent Not Answering		Average Score (1-4 scale)	
Survey Question	**Nov.**	**Apr.**	**Nov.**	**Apr.**	**Nov.**	**Apr.**	**Nov.**	**Apr.**
Intake and assessment procedures for the Career Academy provide teachers and staff with adequate information to serve students' needs.	0	n/a	100	n/a	4	n/a	3.7	n/a
The instruction provided through the Career Academy improves students' basic academic skills.	0	0	100	100	2	0	3.8	4.0
The common planning period is an integral component for making the Career Academy successful.	0		100		2		3.5	
The common planning period is an integral component of the success of the Career Academy.		0		100		0		3.7
Students have responded positively to the regimented structure of the Career Academy.	17	33	83	67	9	0	3.3	3.0
The Career Academy provides the skills needed to students who are interested in health or biotechnical occupations.	33		67		4		3.3	
The Career Academy provides interested students with the skills needed to pursue an occupation in health or biotechnical fields.		0		100		0		3.7
The Career Academy is too regimented.	100	100	0	0	4	0	1.3	1.3
The Career Academy is able to address at-risk students' needs better than the traditional classroom setting.	17	0	83	100	2	0	3.3	3.7
The Career Academy meets the students' academic needs.	n/a	0	n/a	100	n/a	0	n/a	4.0
The Career Academy provides students with appropriate social/emotional support.	n/a	0	n/a	100	n/a	0	n/a	3.7

All of the teachers agreed with all of the statements concerning the Career Academy, except for one. All of the teachers responding strongly agreed that the instruction provided improves students' basic academic skills and the Academy meets the students' academic needs. The greatest amount of dissension was in response to the

statement, "Students have responded positively to the regimented structure of the Career Academy." Sixty-seven percent of the teachers agreed with this statement.

In their open-ended responses, strengths of the Career Academy as indicated by the teachers included:

- administrative support given to the teachers and students;
- parental support of the program and close contact with parents; and
- emotional and psychological support for students of being in a group receiving special treatment.

The main weaknesses of the Academy as mentioned by teachers were the separation of Academy students from the main student population on campus, the student selection process of admitting 60 students instead of the planned 50, and the limited nature of military regimentation. It was indicated that having the Career Academy students take all classes together has led to some student-to-student friction and conflict. This same aspect of the program was also mentioned as a weakness by the teachers in November.

Most of the teachers were pleased with the success of the program and did not make any suggestions for improvements. The few recommendations made included:

- more consistency among the faculty with regard to classroom conduct and discipline;
- more structured tutoring sessions; and
- a more selective process for the admission of students to determine compatibility with the program and a student/teacher ratio of 1/20.

Discussion

The Career Academy was designed to provide at-risk students with a program that focused on academics, vocational education in the fields of health and biotechnology, and leadership training through the JROTC program. The Academy operated during its first

year as a "school-within-a-school" on the Worthing High School campus. The underlying goals of the Academy were to reduce the dropout rate for these at-risk students, improve attendance, and improve academic achievement while providing students with leadership and job-related skills.

Although the students were not scheduled to take any health or biotech-related courses until later in the program, most of the teachers indicated that they tied health or biotechnology-related issues into their courses. In addition, the students were taken on field trips to an ambulance service, an Army post, and a hospital, and first aid training was offered through the JROTC class. Speakers in these fields also presented information to the students.

In comparing the Career Academy students to other ninth graders at Worthing High School taking the regular JROTC course, the Academy students had better fall semester grades and a significantly fewer number of students who failed one or more courses due to excessive absences. The withdrawal rate from both programs appeared to be about the same with five Career Academy students leaving and six regular JROTC students having data no longer available at Worthing. However, the Career Academy students will have a higher promotion rate to the 10th grade than the students in the regular JROTC program at Worthing where 15% and 83%, respectively, failed one or more classes during the fall semester due to excessive absences.

The average attendance rate of Career Academy students for the 1993–94 school year was 96.7%. In comparison, the average attendance rate for the fall was 98.1% which shows some improvement over the 1993–94 average attendance rate.

Students responded positively about their experiences in the Career Academy this year. Many indicated that school and learning was more fun this year and they looked forward to coming to class. They also indicated that their grades were better; the program made them feel special; and they felt better towards themselves, their peers, and their teachers. The majority intend on continuing in the Career Academy as 10th graders.

Teachers also responded that the Career Academy benefited students academically and personally.

The Career Academy appears to have had initial success with the students enrolled in the program as witnessed by their attendance rates and course grades. Further analysis may be made on program impacts after students take the TAAS in the 10th grade and year-end data for the 1994–95 school year are made available.

The following recommendations are made based on the data collected and the recommendations made by students and teachers in response to the survey.

1. It is recommended that students be allowed to select their own electives. This would give them some freedom in choosing their classes and exposure to students not in the Career Academy. This may also serve to lessen some of the friction between students who are together for every class.
2. It is recommended that the program coordinator closely examine the match between faculty behaviors and teaching styles, both current and proposed for next year, and whether or not they are achieving the program's goals and meeting the needs of the students. Students can best be served if the faculty is consistent in adhering to the program's goals and objectives.

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APPENDIX A

JROTC Career Academy
End of Year Student Survey

Please answer the following questions to the best of your ability. The purpose of this survey is to learn more about the Career Academy, your perceptions of its effectiveness, and any recommendations you may have to improve the Career Academy. Your opinions are important to help us understand how well the Career Academy is working.

Using the scale below, put a check in the box that best represents your opinion.

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strongly Agree 4
1. I liked attending school more this year than last year.				
2. My teachers this year make the material understandable and interesting to me.				
3. I feel special being in a program such as the Career Academy.				
4. The Career Academy students are treated well by the other students at Worthing High School.				
5. Being in the Career Academy has improved my attitude toward school.				
6. Through the Career Academy I am learning skills that will help me get a job or go to college when I graduate from high school.				
7. The Career Academy is too strict.				

8. Have you had an opportunity to fill a leadership role in the Career Academy this year (e.g., platoon leader, squad leader, etc.) ?

❑ Yes ❑ No

9. How has the Career Academy changed your attitude toward school, if any?

_____
_____
_____
_____
_____

10. In what campus or other JROTC activities are you involved this year? (e.g., football, band, color guard, drill team, etc.)

_____
_____
_____
_____
_____

11. Do you plan to continue with the Career Academy next year?

❑ Yes ❑ No

12. In what ways have you benefited from the JROTC experience as part of the Career Academy?

13. What have you liked best about being in the Career Academy?

14. What recommendations would you make to improve the Career Academy?

Thank you for your time and responses.

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APPENDIX B

JROTC Career Academy
End of Year Teacher Survey
1994-95

Please answer the following questions regarding the JROTC Career Academy at Worthing High School. The purpose of this survey is to learn more about the JROTC Career Academy, your perceptions of its effectiveness, and any recommendations you may have to better serve your students. Your input is important and your efforts are appreciated. The answers will not be used to assess staff. Upon completion of the survey, please return it to "JROTC," Department of Research & Evaluation, Route 10, in the envelope provided.

Using the scale below, put a check in the box that best represents your opinion.

	Strongly Disagree 1	Slightly Disagree 2	Slightly Agree 3	Strong Agre 4
1. The instruction provided through the Career Academy improves students' basic academic skills.				
2. The common planning period is an integral component of the success of the Career Academy.				
3. Students have responded positively to the regimented structure of the Career Academy.				
4. The Career Academy meets the students' academic needs.				
5. The Career Academy introduces interested students to the skills needed to pursue an occupation in health or biotechnical fields.				
6. The Career Academy is too regimented.				
7. The Career Academy is able to address at-risk students' needs better than the traditional classroom setting.				
8. The Career Academy provides students with appropriate social/emotional support.				

9. In what ways have you integrated health and/or biotechnical information into your classes this year for the Career Academy students?

10. In what ways, if any, have your lessons for Career Academy students differed in comparison to your other ninth grade classes?

11. In what ways has the program focused on job skills and occupational information this year (including but not limited to field trips, speakers, activities, etc.) ?

12. Have you experienced any problems or conflicts with non-Career Academy staff at Worthing based on your association with the Career Academy?

❑ Yes ❑ No

If yes, please explain.

13. In your opinion, what have been the major strengths of the Career Academy this first year?

14. In your opinion, what have been the major weaknesses of the Career Academy this first year?

15. What recommendations would you make to further improve the Career Academy?

Thank you for your time and responses.